

COVID Catch-Up Premium Plan

Summary information					
School	Wybunbury Delves CE Primary School				
CATCH Up Lead :	Kathryn Chesters				
Academic Year	2020-21	Total Catch-Up Premium	£13600	Number of pupils	171
Date of Plan Agreed:	Nov 2020	Approved by:		Review date:	Mar2021

Guidance	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>	
Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p><u>Teaching and whole school strategies</u></p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p><u>Targeted approaches</u></p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p><u>Wider strategies</u></p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in baseline assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting great teaching:</u>				
The subjects will be audited for missing gaps from 2019/20 and assessments will show pupil knowledge gaps. Planning will give consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	<i>Additional time for subject leaders to audit the curriculum and plan for the long term. Release time and additional cover will be required to facilitate the subject leader time.</i>			Feb 21
Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives and resources are accessed regularly accessed.	<i>Purchase additional resources.</i>			Feb 21
<u>Teaching assessment and feedback</u>				
Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	<i>Baseline assessment tests completed and then termly update of data. Teachers to make use of unit checks</i>			July 21

<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Wybunbury Delves have an opportunity to become familiar and confident with the setting before they arrive.</p> <p>Transition from EYFS into Y1, due to the limited amount of time spent in school during their Reception year, changes to the environment and teaching provision needed to support successful transition</p>	<p>Activities organised through Tapestry for children to learn about school and their teachers</p> <p style="text-align: right;">(£600)</p> <p>Purchase new furniture and re-working of Y1 garden to reflect EY practices</p> <p style="text-align: right;">(£2000)</p>			Ongoing
Total budgeted cost				£ 4600

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and accuracy. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p>RWI 1:1 Tuition for identified children ‘Pinny time’ and additional Phonics within curriculum time Additional reading and comprehension intervention Nessy Learning – additional licences purchased</p>			<p>Feb 21</p> <p>Feb 21</p>
<p><u>Intervention programme</u></p> <p>An appropriate English and Maths intervention, supports those identified children in reinforcing their understanding of basic maths skills and application of number; reading comprehension; basic literacy skills; nurture for well-being</p>	<p>Additional TA hours for KS2 interventions/1:1/nurture 16 hours – Mon-Thurs mornings 10 hours – Mon-Thurs afternoons</p> <p style="text-align: right;">£12,000</p>			July 21
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly catch-up club (1hr per week). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	<p>Teachers running an after school booster club for identified children Aut2 /Spr1 (from 1265hours)</p>			Ongoing
Total budgeted cost				£12,000

